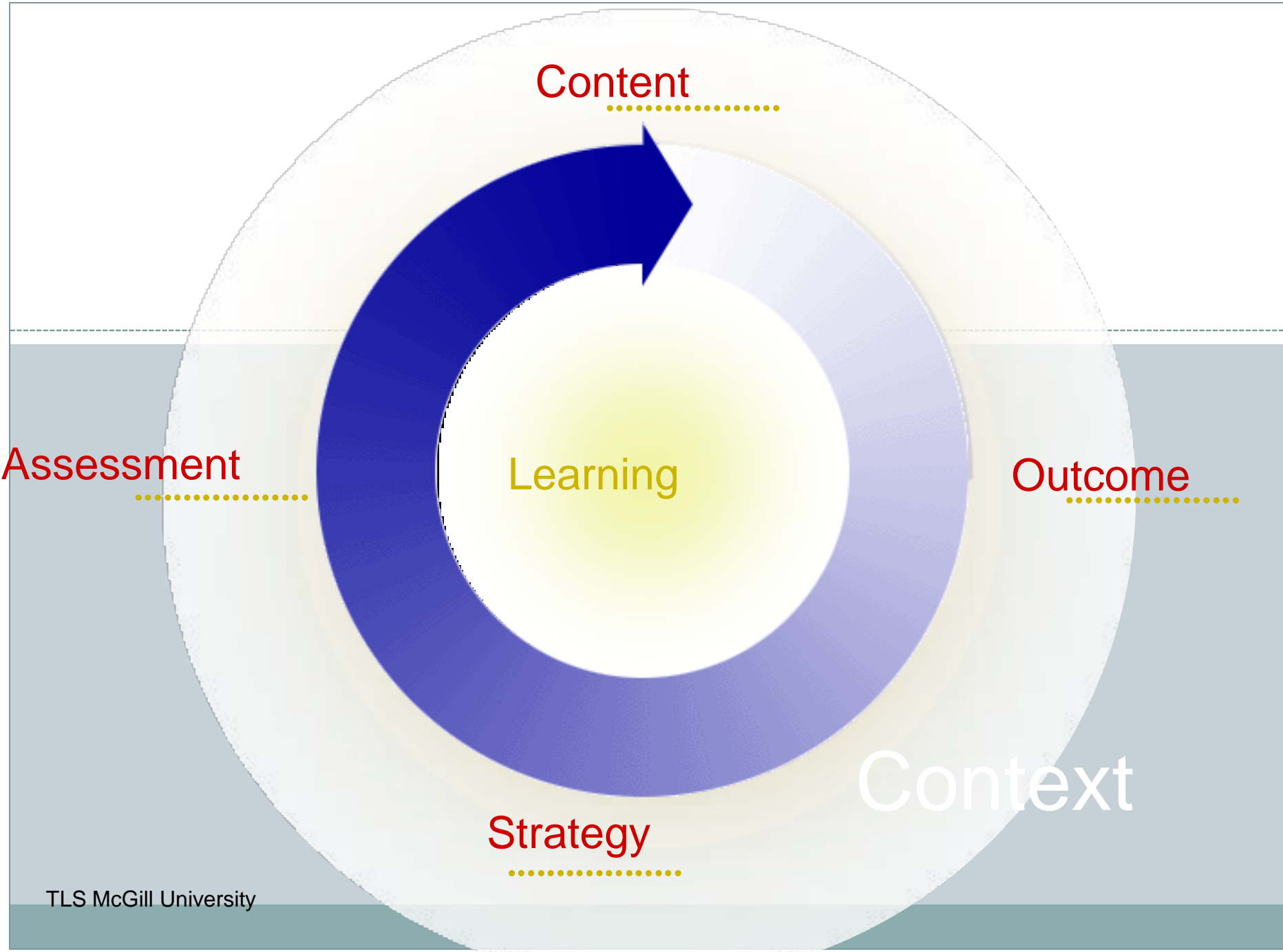


Learning Objectives and Outcomes



AUGUST 17TH, 2011

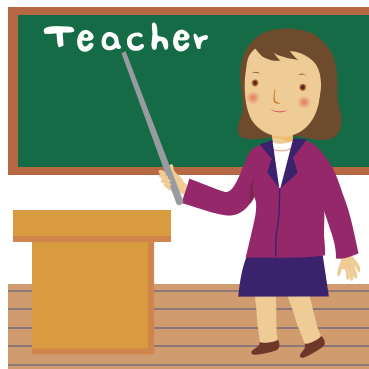
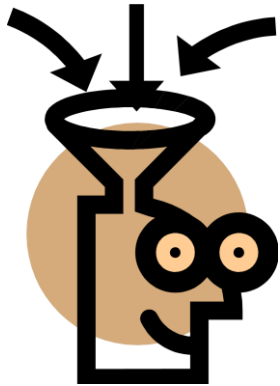


Session Outcomes



- Articulate your own conception of learning and its impact on your teaching
- Describe how to develop a learning outcome
- Create one or two learning outcomes for a course you will be teaching in the coming year

Conceptions of Learning



Personal Definition of Learning



- What does learning mean to you?
Your discipline?
- How does it impact your teaching?
- Your definition will influence the objectives you set, your approach to teaching, and the learning and assessment activities that you select in your courses



What is Learning?



- Learning is a process, not a product.
- Learning involves change in knowledge, beliefs, behaviours, or attitudes.
- Learning is not something done *to students*, but rather something that students themselves do.
- Since learning is internal, it can only be assessed by what a student produces.

Source: Ambrose et al. (2010)

Cognitive Theories of Learning



“Learners are not simply passive recipients of information; they actively construct their own understanding”

How can we facilitate learning?

- ✓ Help students understand what information is important
- ✓ Help students to make information personally meaningful
- ✓ Organize information in a logical way (and tell students how)
- ✓ Pause to allow students time to question and understand
- ✓ Give students opportunities to apply knowledge (transfer)
- ✓ Help students learn how they learn

Source: Svinicki, M. (1991)

Learning Goals, Objectives, and Outcomes





Food for thought....



‘Cheshire Puss,’ she began, rather timidly, ... ‘Would you tell me, please, which way I ought to go from here?’

‘That depends a good deal on where you want to get to,’ said the Cat.

‘I don’t much care where ...’ said Alice.

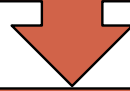
‘Then it doesn’t matter which way you go,’ said the Cat.

‘...so long as I get *somewhere*,’ Alice added as an explanation.

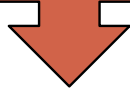
‘Oh, you’re sure to do that,’ said the Cat, ‘if you only walk long enough.’

Alice in Wonderland

OCAV UDLEs and GDLEs



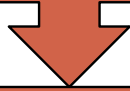
Institutional Objectives



Program Objectives



Course Objectives



Learning Outcomes



Benefits of Stating Objectives/Outcomes



- ✓ Communicates your intentions clearly to students and to colleagues
- ✓ Provides a framework for selecting and organizing course content, appropriate teaching and learning activities
- ✓ Guides you in decisions about assessment and evaluation methods
- ✓ Gives students information for directing their learning efforts and monitoring their own progress (metacognition)

Terminology



Goal

- object of a person's/course's ambition, effort; aim, target
- course focused

Objective

- something sought or aimed at
- instructor focused

Outcome

- a visible result
- student/learning focused

Goals



- Can be more general or vague
- Not held up to same evaluative standards as objectives or outcomes
- Example: “The goal of this course is to introduce students to the foundational theories of literary criticism.”

Objectives



- Should be fairly short
- Begin with an action verb
- Reflect the instructor's point of view
- Example: “investigate influential literary theories from the 19th century to present day”

Outcomes



- Should tell students what they will have learned /be able to do
- Clarify what they will be able to do with the new knowledge/skills/value
- Identify level of learning/application (analysis, synthesis, evaluation)
- Example: “be able to apply two or more literary theories to a new text”

Grammar		Vocabulary	Methodology
Objectives	Students will be presented with basic grammatical themes to apply them in the formation of basic sentences	Students will be provided with a fundamental vocabulary to use and build communication effectively in writing and oral forms in a basic level	Students will be facilitated with the methodology to acquire skills to learn a foreign language
At the end of the course students will be able to:			
Learning Outcomes*	Craft basic sentences in Spanish	List a number of new words in Spanish	Obtain and demonstrate listening, speaking, reading, and writing skills at the introductory level
	Manipulate verbs in present, present progressive and future	Describe a number of expressions in Spanish	Express basic competence in Spanish language in writing and orally
	Translate basic sentences from English to Spanish and vice versa	Decode words in Spanish given an object or image	Expand a systematic understanding of language acquiring methods
	Indicate and recognized the gender and number of articles, nouns and adjectives		

SMART Learning Objectives



Specific



Measurable



Attainable



Realistic



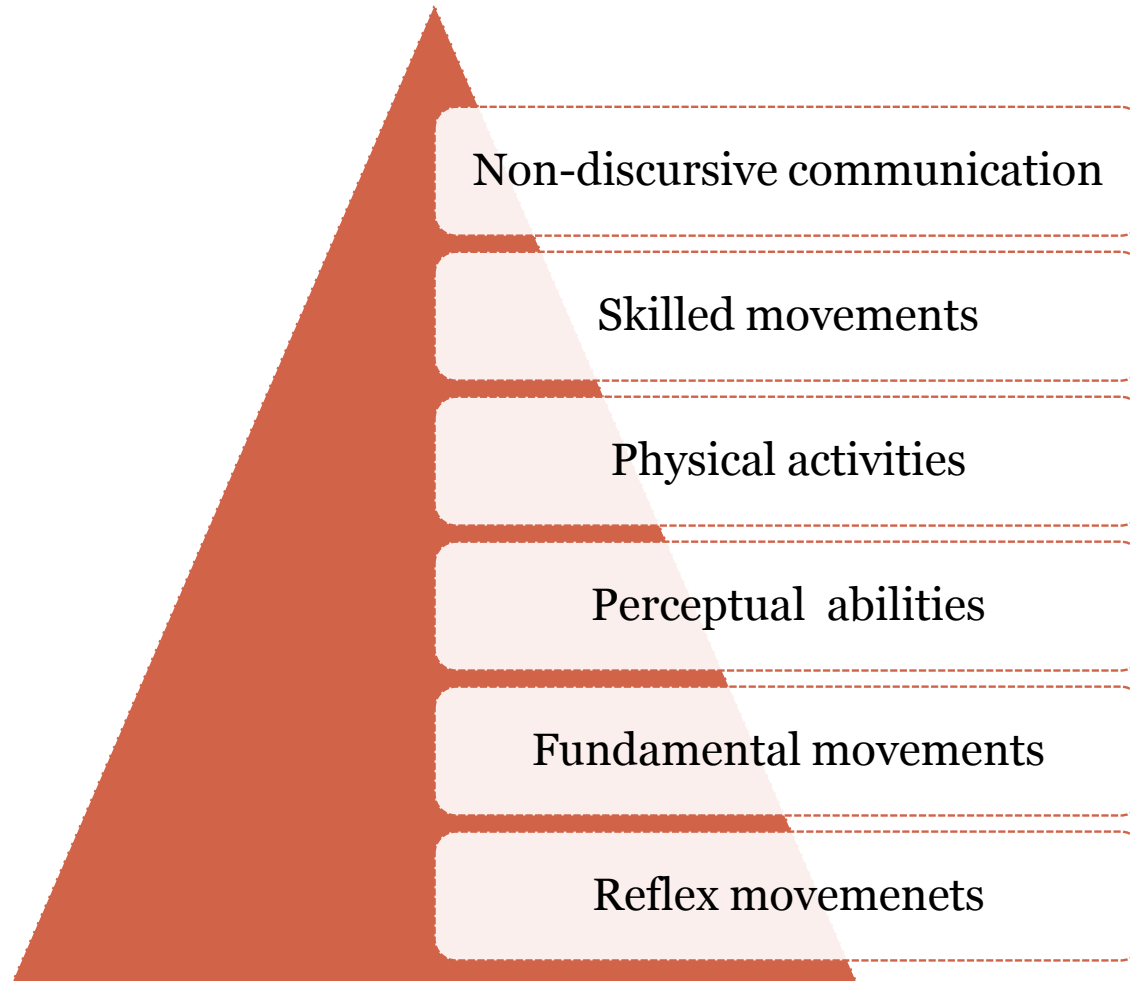
Timely

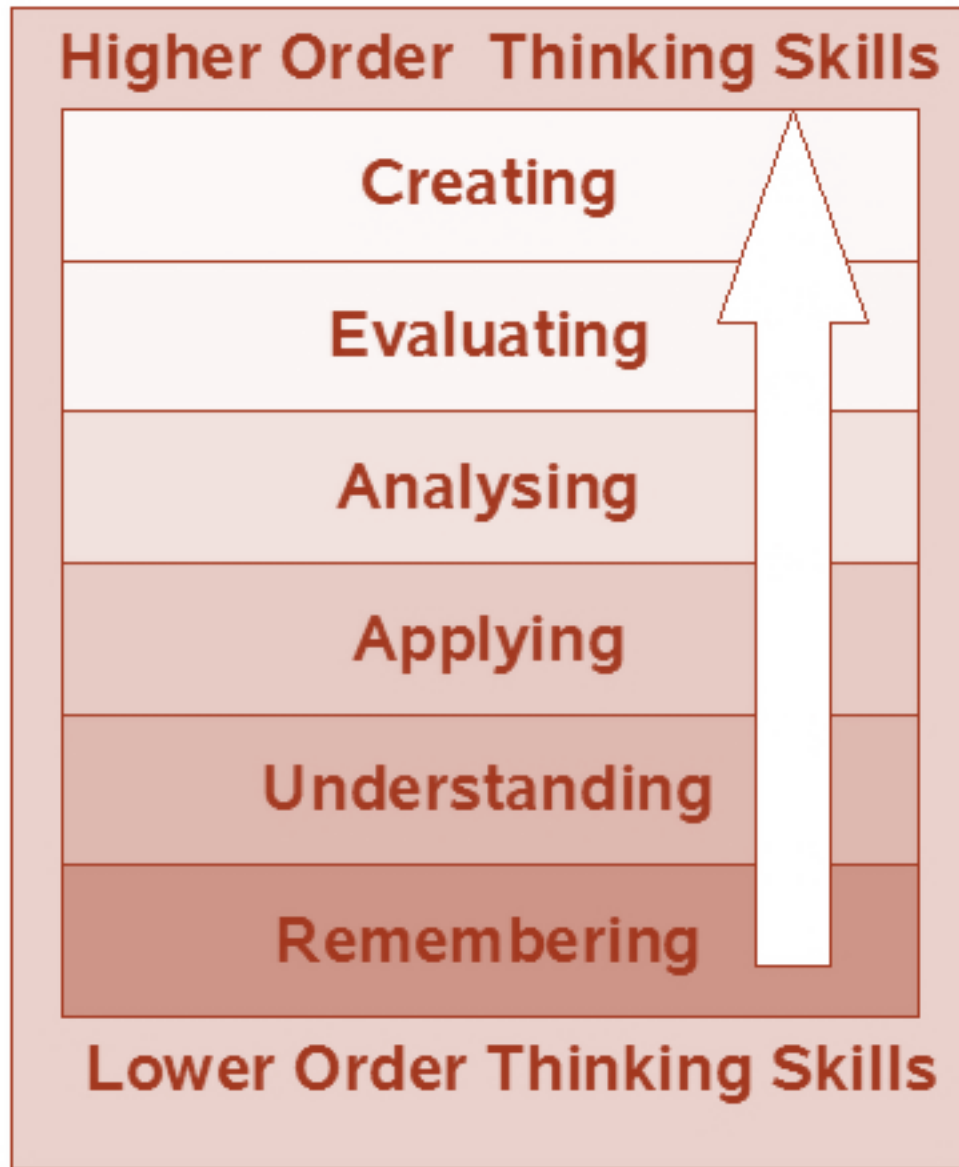
Krathwohl's Taxonomy of Affective Objectives



Harrow's Psychomotor Taxonomy

focus on physical and kinesthetic skills





Bloom's Taxonomy (Revised)

Using Taxonomies for Scaffolding



- Before we can **understand** a concept we have to **remember** it
- Before we can **apply** the concept we must **understand** it
- Before we **analyse** it we must be able to **apply** it
- Before we can **evaluate** its impact we must have **analysed** it
- Before we can **create** we must have **remembered**, **understood**, **applied**, **analysed**, and **evaluated**

Source: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

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